

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 2 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 8952

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 19 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	13	8	21	6	20	20	40
K	26	26	52	7			0
1	20	35	55	8			0
2	33	21	54	9			0
3	28	24	52	10			0
4	22	26	48	11			0
5	17	21	38	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							360

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1.	360
(5)	Total transferred students in row (3) divided by total students in row (4).	0.053
(6)	Amount in row (5) multiplied by 100.	5.278

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 71

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 53

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>27</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>2</u>
Paraprofessionals	<u>14</u>	<u> </u>
Support staff	<u>10</u>	<u>4</u>
Total number	<u>52</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	94%	95%	94%	95%
Daily teacher attendance	95%	97%	96%	97%	97%
Teacher turnover rate	5%	11%	0%	13%	19%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

The two percentages of 94 for student attendance are due to excess illnesses. The percentages (13 and 19) on teacher turnover rate were due to teachers getting jobs closer to where they lived and/or spouses getting job transfers. Also during those years we had four retirements.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

St. George Elementary School (SGES) is a preschool through 6 grade building and one of two elementary schools in the Rock Creek Unified School District. SGES is the larger of two elementary schools in the district with enrollment over twice the size of the second district elementary school located 16 miles to our north. Currently SGES has a population of 360 with a low socioeconomic status of 20%, minority population of 4% and special education population of 15%.

St. George is a small, rural community nestled between many surrounding larger cities and has experienced rapid growth in recent years. We can attribute this growth to many factors, one of which is the positive reputation of our school district, its staff, and our programs. New housing construction started as more and more people moved into the community, and out-of-district students began applying to come to our school from other communities. As a result of this growth our former school building quickly reached maximum capacity.

In the 2007-08 school year, with the help of a large community based parent and patron task force, a bond issue was passed to build a new elementary school in St. George. We were able to purchase land and build a new school with plenty of room for growth. In the fall of the 2008-2009 school year, again with the help of many parents and community members, we moved from our old school building into our new building in just one weekend.

Over the years, SGES has become known as one of the best performing schools in the area. Our multi-age, continuous progress model has proven to be very successful. Student performance on state assessments has not only surpassed Adequate Yearly Progress mandates, but reached State Standard of Excellence honors on nearly 100% of our Kansas Assessments. We have earned the Governor's Achievement Award and the Challenge Award of Recognition for our outstanding student achievement on the state assessments.

In addition to preparing our students academically, SGES prides itself on fostering the growth of a child's sense of community and positive citizenship. Our school has organized many community projects such as recycling, beautification projects, and Veteran's Day assemblies which are attended by local veterans and their families, food drives for the local food pantry, hat and glove drives for the Veteran's Hospital. Our school has also collected donations for many local and national organizations including Cans for Conservation, Pennies for Patients, The Ronald McDonald House, Jump Rope for Heart, and several others. We have also organized projects to help disaster victims after the attacks on September 11th, Hurricane Katrina and, most recently, the Haiti earthquakes. Our students and their families consistently donate far in excess of any goal we may set for these collections.

SGES is essentially the community center of the small town in which we are located. To help bring our community together, our school hosts several events throughout the year such as a carnival, Sock Hop dance, Secret Santa Shop for students to purchase affordably priced presents for family members, and book fairs that are heavily attended by student families, community members, and patrons alike.

"Every Child Will Be Successful" is our school philosophy and was in place even before the dawn of No Child Left Behind. It is our core belief, and every staff member works tirelessly to ensure that we accomplish this goal. Each staff member takes accountability for every student in the building. Teachers and staff are truly dedicated to the children and consistently go above and beyond the call of duty to help every child be successful.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state of Kansas requires each accredited school to administer the state assessments in reading, math, writing, science and social studies. These tests are prepared and administered through the Center for Educational Testing and Evaluation at the University of Kansas. State assessment tests are based on the Kansas State Standards which may be found on the Kansas Department of Education website www.ksde.org. The tests are part of the Kansas Quality Performance Accreditation process. Kansas reading and math assessments are administered for grades three through six. Starting in 2005-06 Kansas Assessments developed new tests and required additional testing for more grade levels.

Performance on Kansas Assessments is reported in five categories. The lowest category is Academic Warning; Approaching Standards is the next highest category. Neither of these categories is high enough to meet the Adequate Yearly Progress (AYP) standards. The top three categories, from lowest to highest, are Meets Standards, Exceeds Standards and Exemplary. All three of these categories make up the AYP requirements. The AYP score is listed as the percentage of students who scored in one of the three highest categories. By 2014 all students are expected to be in the three highest categories. SGES is very close to meeting that goal and in several years we have achieved 100% AYP on a number of tests.

In addition to achieving AYP on all assessments, SGES consistently achieves the State Standard of Excellence on reading and mathematics assessments. To reach Standard of Excellence, at least 25% of students must score in the Exemplary category and no more than 5% of students can score in the Academic Warning category.

When looking at the data, 2004-2005 was the final year of the previous edition of Kansas Assessments. In that year we tested fourth grade math and fifth grade reading only. In 2005-06, our test scores are somewhat lower than the previous year but this can be attributed to a new edition of assessment and the addition of testing at previously untested grades. 2005-2006 assessment scores were used to establish the baseline for this edition of testing. After the 2005-2006 assessment baselines were established, SGES teachers analyzed the data and developed strategies for improvement. As you can see, the trend over subsequent years' testing has shown steady improvement.

Since testing in grades 3 through 6 has begun, St. George Elementary has made significant progress on Kansas Mathematics and Reading Assessments. In the 2005-2006 school year, our grade level AYP in math ranged from 81 to 100. The reading AYP for that school year ranged from 88 to 97. On the 2008-2009 assessment, our grade level math AYP show a much improved range of 95 to 100. Our reading AYP for that year improved to a range of 97 to 100. In the area of Economically Disadvantaged, our 2005-2006 math AYP ranges were from 73 to 100 while our reading AYP range was 82 to 100. Our 2008-2009 range for this subgroup improved in math with 100 AYP on all grade level tests and reading remained a consistent 80 to 100.

Low socioeconomic status students are the only subgroup at SGES having at least ten students. In most years, these students scored equally well, or better than, their peers. Due to the consistently high level of performance of our low SES students, the state of Kansas recognized SGES with a Challenge Award in 2008-2009.

SGES has come to expect high performance on state assessments. Even the slightest fluctuations in performance are cause for more in depth examination of instructional practices. However, even our lowest scores are still well above expected AYP benchmarks.

2. Using Assessment Results:

Each school year, as soon as the Kansas State Assessments are completed, teachers immediately look at the data to identify trends both in the areas of strengths and weaknesses in all assessed areas. The assessment data helps to guide what we do in our curriculum for the remainder of the year and shape decisions for the upcoming year.

Once areas of strength and weakness are identified, this information is compiled into an easy to read document and shared with all teachers in the building. By sharing this information, teachers both at tested and non-tested grade levels can ensure they are adequately preparing students for the upcoming assessments. For example, on the math assessment, metric measurement is a standard on which our students have not performed at the level we would expect. When this area was identified, teachers at all grade levels adjusted their curriculum to include more opportunities to explore and learn measurement. Even P.E. and music classes include some form of teaching measurement.

Because we have worked together for several years to identify trends, we have noticed that even our lowest indicators are not significantly lower than the highest indicators, revealing that we are targeting and teaching the needed skills and helping students apply what they have learned.

In addition to targeting the lowest indicators from the assessments, teachers share all thematic units and lesson plans with the physical education, music, and computer/library teachers so the skills can be reinforced in those classrooms. By working together as a team, teachers in every subject area are providing more opportunities for students to make connections to content with the ultimate goal of improving student performance which ensures every student is successful.

3. Communicating Assessment Results:

Teachers at SGES know that students succeed when the lines of communication between home and school are open and parents and teachers are working together to ensure every child's success. Teachers work constantly to keep lines of communication open with parents and, to that end, every grade level has developed a handbook so all parents know grade level expectations at the beginning of the school year. In addition, when it is determined that a student is having difficulty, we invite parents to come in for a conference even if it is just two weeks into the school year. We never wait until parent/teacher conferences to address concerns that may be preventing a child from reaching his or her full potential. Teachers at SGES are committed to every student's success and make themselves available to parents most anytime.

When Kansas Assessments are completed, student performance is reported to students, parents, teachers, the Board of Education, and community. A letter is sent to parents explaining the results. They are provided information that comes directly from the state department of education. The community is well informed about the assessment results and achievements we have reached through newspaper articles submitted by the superintendent and information placed on our district website. The website is available to all patrons and also provides important information to parents making the decision to move into our district.

Each year, a "Standard of Excellence" banner is hung in the cafeteria displaying the tests and grade levels that reached this significant level of achievement. The banners are always on display for any patrons to see.

SGES has also earned the prestigious Governor's Achievement award and the Challenge Award of Recognition for excellence in student performance. Both of these awards are displayed in the school's main hallway.

4. Sharing Success:

SGES has had numerous visitors to our school from several districts throughout Kansas who want to learn strategies for implementing multi-age groups, continuous progress or developing thematic units. We have also had visitors who are interested in the many programs we utilize and methods we have developed to ensure student success. In fact, so many teachers and principals have visited our school that students are accustomed to multiple adults in the classroom and are comfortable and knowledgeable when interacting with visitors.

We have several teachers who are trained in various aspects of curriculum. Not only do these educators share their knowledge with teachers in our own building and district, but are also called upon by other districts for professional development. USD 323 encourages our highly trained staff to train other teachers.

In the past, the principal and a group of SGES teachers traveled to schools across Kansas to present workshops sharing the building blocks of our success. SGES teachers worked with groups suggesting steps which could be taken within their buildings to bring about change in academic performance. Additionally, our principal and a teacher from our school served on a Quality Performance Accreditation team which visited another Kansas school and assisted in their accreditation process.

Even though SGES has experienced much success, we are continually exploring ways we can improve. Through collaborating with other professionals we can continue to make our school better and we are open to the opportunity of learning from visitors as well.

While SGES has become accustomed to a high level of success, we are committed to continued growth, and welcome the responsibility and opportunity to share our successes with others. We have an open door policy and will continue to make our school available to visitors and student teachers who are interested in learning and collaborating.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

In 1993, SGES made a decision to significantly change our curriculum and instructional practices. Teachers believed that by using textbooks, students were missing out on making meaningful connections between content and the real world and felt they could write more meaningful thematic curriculum based on state standards. Teachers believed that children should be taught in multi-age levels using a continuous progress model and thematic instruction.

With these beliefs in mind, teachers began the process of thematic planning by spending an entire summer writing themed units based on the Kansas State Standards. When teachers decided they would no longer rely on textbooks, and took accountability and ownership in the curriculum by researching a variety of print and technological resources to find materials for use when presenting the newly developed thematic units. This process continues even today, and each summer teachers examine standards and units to ensure continued alignment. Teachers are very dedicated to the units they design and student learning is more interactive and meaningful as a result.

To develop a thematic unit, the state standards were divided into groupings with a common theme and units were built around the state standards-based theme. This standards-based themed content is taught in all core and supplemental classes. Students read novels specifically aligned with the themes, and teachers develop novel studies aligned with that theme using the state's reading and language standards. Teachers prepare many hands-on, project based lessons for students to foster higher level thinking.

Following the full implementation of thematic instruction, SGES piloted our first multi-age classroom. Teachers and administration were convinced this would increase academic performance. With the realization that this type of systemic change would not be possible without the full support of our students' parents, a partnership developed. Teachers, administration, and parents worked together during the year and validation occurred; multi-age classrooms were sources of great learning and academic growth. The following school year, multi-age grouping became a school-wide practice.

Our multi-age classrooms are grouped First/Second, Third/Fourth and Fifth/Sixth. Crucial to the success of the multi-age classes is common plan time for teachers at each level. The staff has arranged the schedule to permit common plan time by developing a block rotation of physical education, music, computer, and library classes. During the common planning time, teams of teachers review what they have taught, discuss strategies for assisting struggling learners and plan various hands-on activities. In addition to common plan time, the district arranges the calendar to provide planning days to elementary teachers which allows for planning across grade levels.

Kindergarten at SGES began as a full-time, three day a week program with at-risk students coming the additional two days a week. The growth demonstrated in the at-risk students inspired the transition to our current full time, five day a week Kindergarten program.

SGES is fortunate to have full-time music, physical education and library teachers on staff. Students are able to have each class every day and these teachers are very supportive of the students' successes. These teachers are committed to helping students perform to the best of their abilities, and they coordinate their lessons to the thematic lessons being taught at every level. In addition, each support teacher assists in planning lessons which target the three lowest reading and math indicators from the previous year of state testing.

SGES has many technological resources available to students and teachers. There are two permanent computer labs and four mobile labs which allows every grade level to have daily access to technology. As

each year passes and technology improves, the most up-to-date resources for teacher-developed, standards-based units are available for use.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading curriculum at SGES is a whole language approach that includes significant emphasis on phonics instruction.

Basic beginning literacy is introduced in preschool, and in our full day Kindergarten all letters and sounds are taught during the year. By the second trimester of Kindergarten, students are placed in flexible skills groups based on ability level for letter recognition and reading, and by that time a majority of students are performing at grade level or higher.

When students transition to the 1st/2nd grade multi-age classes, they are placed into groups determined by skill readiness and reading level. Teachers use a guided approach to reading and plan activities aligned with the state reading standards. In the 3rd/4th and 5th/6th multi-age levels, students are taught through novel studies written in alignment with state standards and leveled to meet the needs for a variety of student abilities. By aligning novel studies with reading standards, teachers are confident that there is continuity in reading instruction and progress in the achievement of benchmarks.

At each level, homeroom teachers, Title 1 teachers and certified teacher aides lead smaller reading groups allowing for more individualized instruction to occur. During team plan time, teachers work together and discuss group and individual student achievement to ensure all needs are being met.

Student reading progress is monitored throughout the year to ensure growth and struggling students receive additional help through Reading Recovery services, Title I services, Special Education for qualified IEP students, one-on-one instruction during the day, and after school tutoring. Summer school is available for students K-6 who have not reached all benchmarks.

By using these approaches to instruction, we have experienced great success and increased assessment scores on both our primary level building-created, standards-based grade card and the state reading assessments.

3. Additional Curriculum Area:

We are proud of our math skills. Math continues to be our highest scoring area since the state developed Kansas Assessments. In 2001, we achieved our first State Standard of Excellence in math and have been successful in obtaining it in almost every tested grade level each year since.

As in reading, math is taught in leveled groups utilizing all of our classroom teachers, aides, special education and Title I services. This helps us reduce the number of students in any one group and assures that every student is receiving individualized instruction over the skills they are ready to learn. Teachers are continually monitoring student growth in math skills through formative assessments and pre and post testing of standards based units.

Our math program consists of a great deal of contextual problem solving which is aligned with the state standards. With the teacher as a facilitator, students work individually, with partners, and with small groups to solve problems and develop an understanding of math concepts. Teachers assist in guiding student groups, when necessary, to ensure understanding and that strategies are shared with the entire group. By allowing students time to work together and learn from each other we have found learning is retained. Our context based math program is supplemented with a more traditional computer based program focusing on learning math facts. By utilizing a computer program that is aligned with the state math standards, teachers are able to individualize each student's practices and test them as they are ready.

Students who are not meeting benchmarks for learning are given additional one-on-one time during the day to increase exposure to math concepts. If the additional daily time is not enough, students can stay after school for tutoring. Summer school is also available for students who have not met yearly benchmarks.

4. Instructional Methods:

SGES differentiates instruction and meets the diverse needs of students by implementing a multi-age, continuous progress model of instruction and providing professional development to school personnel.

To meet the needs of students with varying learning styles, teachers employ many hands-on projects and provide opportunities for students to learn through active engagement in a variety of individual, partner and group projects. Students learn how to work independently and collaborate with others to solve problems and produce a final product.

Teachers ensure that students are learning content based on the state standards because they are responsible for writing standards-based curriculum and locating appropriately leveled materials with which to teach students. Additionally, all teachers, aides and Title 1 teachers lead reading and math classes in order to provide more individualized instruction to students.

Teachers continually monitor student progress and growth in reading and math by utilizing several assessment methods and pre and post testing. By implementing a continuous progress model, students are able to move among groups, as necessary, based on skill readiness. Students who are struggling to achieve benchmarks during core reading or math instruction are provided additional one-on-one help throughout the day. Tutoring is provided after school for students needing more exposure to skills. Students not achieving grade level benchmarks by the end of the year are placed in summer school.

SGES has addressed the specific needs of our low socioeconomic student subgroup by providing professional development in learning strategies for working with students from poverty. By gaining a more in-depth understanding of families from a background of poverty, we are better able to involve parents in school and meet the needs of the children we serve. These strategies have proven beneficial for use with all students, no matter their socioeconomic group level.

5. Professional Development:

At SGES we are dedicated to improving academic achievement across the curriculum by providing professional development which will prepare teachers to be more effective. Student performance on state assessments often dictates our professional development.

We utilize several forms of professional development at SGES. Whenever possible, we prefer to have a trainer come to our school and present information to the entire staff. Through observance of the trainers, our teachers were shown how to instruct students by applying the strategies. We were then observed by the trainers and received feedback on our teaching. We received this intensive form of training in our reading curriculum.

Another preferred form of professional development is to send teams of teachers to training and subsequently use those teachers as building level experts who can serve as resources to other teachers. These teams may consist of all teachers at a particular grade level or one teacher from each grade level in the building. For example, recently the entire Multi-Tiered System of Support team, with teachers from Kindergarten through sixth grade, attended a reading fluency workshop. The teachers collaborated with grade level teams following the workshop and were able to immediately begin implementing strategies learned in the workshop. In two month's time, we have already seen improved fluency in our students' reading.

Teachers have conducted several professional book studies to learn strategies for working with students from poverty and gain additional knowledge of effective teaching practices.

When new teachers are hired in the building, they are trained by our building level experts in all possible areas and, whenever necessary, are sent to outside workshops pertaining to programs used within the school. In addition to training in educational programs, teachers are trained in the multitude of technology utilized within the district, both for instructing students and managing data.

6. School Leadership:

USD 323 believes in site based management where decisions for SGES are made by the people who work in the building. Principals have freedom to manage the building as they see fit with the expectation that a safe, orderly environment conducive to learning is maintained. To foster ownership and accountability, principals often collaborate with teachers, when appropriate, to set policy for school based issues. Teacher teams at each grade level are permitted to set policies for student behavior and achievement levels which are approved and supported by the principal.

Our building budget is managed by the principal. The principal makes every effort to prioritize expenditures until we are able to purchase all necessary materials. Since we do not use textbooks, a majority of our school budget is dedicated to purchasing novels and other resources needed to educate students. In addition to providing educational resources for teachers, our school hosts and partially funds several after-school programs which allows a more diverse student group the opportunity to attend.

Although we don't have appointed lead teachers, in every team a leader does emerge. Team leaders are the experts in their field and they take the responsibility to write curriculum with their teams and update curriculum based on any state standards changes. During the summer, teachers contract up to 40 hours to update curriculum and ensure we are maintaining constant alignment with state standards. The administration depends on teacher insight and expertise for these curriculum adjustments, and teachers are trusted to do the job that is expected.

New teachers are hired by a team of people involving the superintendent, principal, and teachers. The ultimate hiring decisions rest with the principal, and teachers trust that decisions are made with the best interests of the team and children in mind.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Kansas Assessments

Edition/Publication Year: 2005

Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standards or Above	95	100	95	100	
Exceeds Standards and Exemplary	94	100	84	86	
Number of students tested	46	30	37	36	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	0	2	
Percent of students alternatively assessed	4	0	0	6	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards or Above	100	100	91	100	
Exceeds Standards and Exemplary	92	100	82	82	
Number of students tested	13	12	11	11	
2. African American Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					

Notes: Testing of math at Grade 3 did not begin until 2005-06.

2005-06 was a baseline year for new Kansas Assessments. All grades 3-6 were each given a reading and math test.

There is also a difference in the number of students reported on 2006-07 3rd grade math and reading.

One student moved before taking the math assessment.

“Proficient” is designated as “Meets Standards” in Kansas.

“Advanced” is a combination of “Exceeds Standards” and “Exemplary” in Kansas.

Subject: Reading

Grade: 3

Test: Kansas Assessments

Edition/Publication Year: 2005

Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standards or Above	100	100	95	95	
Exceeds Standards or Exemplary	89	90	69	73	
Number of students tested	46	30	38	36	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	0	2	
Percent of students alternatively assessed	4	0	0	6	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards or Above	100	100	100	100	
Exceeds Standards or Exemplary	85	92	75	64	
Number of students tested	13	12	12	11	
2. African American Students					
Meets Standards or Above					
Exceeds Standards or Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards or Above					
Exceeds Standards or Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standards or Above					
Exceeds Standards or Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards or Above					
Exceeds Standards or Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards or Above					
Exceeds Standards or Exemplary					
Number of students tested					

Notes:

Testing of reading at grade 3 did not begin until 2005-06.

2005-06 was a baseline year for new Kansas Assessments. All grades 3-6 were given a reading and math test.

In 2006-07 you will note a difference in the number of students for third grade math and reading. One student moved before the math assessment was given.

“Proficient” is designated as “Meets Standards” in Kansas.

“Advanced” is a combination of “Exceeds Standards” and “Exemplary” in Kansas.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 4 Test: Kansas Assessments
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards or Above	100	100	100	81	100
Exceeds Standards and Exemplary	97	91	86	53	89
Number of students tested	36	34	36	32	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	3	3	3	4
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards or Above	100	100	100	82	0
Exceeds Standards and Exemplary	100	100	92	45	0
Number of students tested	13	13	12	11	0
2. African American Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					

Notes:

2005-06 was a baseline year for new Kansas Assessments.

In 2004-05, the sample size was less than 10, therefore, no results are listed for Low SES students.

“Proficient” is designated as “Meets Standards” in Kansas.

“Advanced” is a combination of “Exceeds Standards” and “Exemplary” in Kansas.

Subject: Reading

Grade: 4

Test: Kansas Assessments

Edition/Publication Year: 2005

Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standards or Above	100	100	97	88	
Exceeds Standards and Exemplary	94	91	89	60	
Number of students tested	36	34	37	33	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	2	
Percent of students alternatively assessed	0	0	3	6	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards or Above	100	100	100	82	
Exceeds Standards and Exemplary	92	92	100	36	
Number of students tested	13	13	12	11	
2. African American Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					

Notes:

Testing of reading at grade 4 did not begin until 2005-06.

2005-06 was a baseline year for new Kansas Assessments. All grades 3-6 were given a reading and math test.

“Proficient” is designated as “Meets Standards” in Kansas.

“Advanced” is a combination of “Exceeds Standards” and “Exemplary” in Kansas.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 5 Test: Kansas Assessments
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standards or Above	97	98	85	86	
Exceeds Standards and Exemplary	62	80	59	45	
Number of students tested	39	41	34	31	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	2	
Percent of students alternatively assessed	0	2	0	6	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards or Above	100	100	73	0	
Exceeds Standards and Exemplary	47	83	45	0	
Number of students tested	15	12	11	0	
2. African American Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					

Notes:

Testing of math at grade 5 did not begin until 2005-06.

2005-06 was a baseline year for new Kansas Assessments. All grades 3-6 were given a reading and math test.

In 2005-06, the sample size was less than 10, therefore, no results are listed for low SES students.

“Proficient” is designated as “Meets Standards” in Kansas.

“Advanced” is a combination of “Exceeds Standards” and “Exemplary” in Kansas.

Subject: Reading

Grade: 5 Test: Kansas Assessments

Edition/Publication Year: 2005

Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards or Above	97	98	100	93	97
Exceeds Standards and Exemplary	64	76	79	67	90
Number of students tested	39	41	34	32	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	5	0
Percent of students alternatively assessed	0	2	3	16	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards or Above	80	100	100	0	90
Exceeds Standards and Exemplary	53	63	73	0	40
Number of students tested	15	11	11	0	10
2. African American Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					

Notes:

2005-06 was the baseline year for new Kansas Assessments.

In 2005-06, the sample size was less than 10, therefore, no results are listed for low SES students.

“Proficient” is designated as “Meets Standards” in Kansas.

“Advanced” is a combination of “Exceeds Standards” and “Exemplary” in Kansas.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 6 Test: Kansas Assessments
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standards or Above	100	100	97	91	
Exceeds Standards and Exemplary	90	87	86	69	
Number of students tested	39	31	29	35	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	2	1	2	
Percent of students alternatively assessed	5	6	3	6	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards or Above	100	0	0	0	
Exceeds Standards and Exemplary	83	0	0	0	
Number of students tested	12	0	0	0	
2. African American Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					

Notes:

Testing of math for grade 6 did not begin until 2005-06.

2005-06 was a baseline year for new Kansas Assessments.

Only 2008-09 had a large enough sample size to report low SES subgroup.

“Proficient” is designated as “Meets Standards” in Kansas.

“Advanced” is a combination of “Exceeds Standards” and “Exemplary” in Kansas.

Subject: Reading

Grade: 6

Test: Kansas Assessments

Edition/Publication Year: 2005

Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets Standards or Above	100	97	100	97	
Exceeds Standards and Exemplary	93	93	69	72	
Number of students tested	40	31	30	35	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	2	2	0	
Percent of students alternatively assessed	10	6	7	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards or Above	100	0	0	0	
Exceeds Standards and Exemplary	83	0	0	0	
Number of students tested	12	0	0	0	
2. African American Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards or Above					
Exceeds Standards and Exemplary					
Number of students tested					

Notes:

Testing in reading for grade 6 did not begin until 2005-06

2005-06 was a baseline year for new Kansas Assessments. All grades 3-6 were given a reading and math test.

Only 2008-09 had a large enough sample size to report low SES subgroup.

“Proficient” is designated as “Meets Standards” in Kansas.

“Advanced” is a combination of “Exceeds Standards” and “Exemplary” in Kansas.